STANDARDS OF QUALITY AND EFFECTIVENESS FOR PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIALS

Standards of Quality and Effectiveness for Preliminary Administrative Services Credentials

Handbook for Teacher Educators

and Accreditation Team Members

California Commission on Teacher Credentialing

2003

Standards of Quality and Effectiveness for Preliminary Administrative Services Credentials

including

Preliminary Credential

and

Preliminary Internship Credential

California Commission on Teacher Credentialing

Sacramento, California

Adopted May, 2003

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2003

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Administrative Services Credential Design Team

Commission on Teacher Credentialing

2002-2003

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Commission Consultants to the Design Team:	Mary Vixie Sandy and Jim Alford
Commission Secretary to the Design Team:	Carol Roberts

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Overview of the Handbook for
Administrative Services Credential Programs

Contributions of the Design Team

The California Commission on Teacher Credentialing is indebted to the Administrative Services Credential Design Team for the direction provided in the study of administrator preparation and the successful creation of *Standards of Program Quality and Effectiveness for Administrative Credential Programs*. The Commission believes strongly that the standards in this handbook will significantly improve the quality of school leadership for California's public schools.

Introduction

The quality of public education depends substantially on the performance of professional educators. Like all other states, California requires educators to hold credentials granted by the state in order to serve in the vast majority of positions in the public schools. Each state, including California, establishes and enforces standards and requirements for earning credentials for public school service. These certification standards and requirements are among the ways in which states exercise their constitutional responsibility for governing public education.

The quality of professional performance depends heavily on the quality of initial preparation. Each state has a legitimate interest in the quality of training programs for professional educators. In each state, completion of a professional preparation program that has been approved by the state's certification, or demonstrated competence in the curriculum of such a program, is a legal requirement for earning each type of credential, including administrative credentials. State legislatures adopt such requirements because they recognize the critical role of professional preparation in subsequent professional performance. If a state were to abandon its interest in the quality of professional preparation programs, it would implicitly suggest that competent performance does not depend on excellent preparation.

Description of the Handbook

This handbook has been prepared under the format required by the *Accreditation Framework*, as implemented through the California Commission on Teacher Credentialing and the Committee on Accreditation. It is to be used by program sponsors for initial accreditation of Administrative Services Credential programs and by accreditation teams for ongoing evaluation of programs. **Part 1** of the handbook presents background information about the development of standards for Administrative Services Credential programs and the conception of school administration in California that guided the work of the Administrative Services Credential Design Team. **Part 2** includes the **Common Standards** of program quality and effectiveness that apply to all credential programs. These standards supersede certain of the earlier program standards. For each of the Common Standards, Questions to Consider have been developed to assist accreditation team members and program sponsors. **Part 3** of the handbook includes the preconditions and **Program Standards** to which program sponsors respond when submitting program documents for Preliminary Administrative Services and Preliminary Administrative Services with an Internship. For the Program Standards, previously adopted Factors to Consider are included that will be used as guides for initial accreditation and ongoing program accreditation. Program sponsors are encouraged to re-conceptualize the factors in the format of questions to assist in the preparation of self-study reports. The **Preconditions** established by State law or Commission policy that must be

met as a prerequisite to program accreditation appear in this document just before the program standards. **Part 4** includes the preconditions and **Program Standards** to which program sponsors respond when submitting Professional Administrative Services program documents. Finally, **Part 5** provides information about implementation of the new standards in California colleges and universities.

The Common Standards have been adopted by the Commission through the *Accreditation Framework*. The Questions to Consider have been developed by the Committee on Accreditation. The Program Standards, Factors to Consider, and Preconditions have all been adopted by the California Commission on Teacher Credentialing. The Commission is grateful to all of the members of the profession who participated in the development of these standards.

The common standards in this handbook have not changed since the handbook was last published in 2001. The program standards, however, have changed significantly. The new program standards address the Commission's objective to establish instructional leadership as the focus of California school administrator preparation as reflected in both state and national standards for school administrators. The California Professional Standards for Educational Leaders (CPSEL's) adapted from the national administrator standards created by the Interstate School Leaders' Licensure Consortium (ISLLC) now form the centerpiece for curriculum development for California's administrator preparation programs. This publication now replaces the earlier documents describing standards and preconditions for Administrative Services Credential programs. Earlier versions of the standards should be discarded.

Major Types of Accreditation Standards

There are two major types of accreditation standards for program sponsors that prepare professional educators in California. An accredited program sponsor is expected to satisfy the standards of both types.

Common Standards relate to aspects of program quality that are the same for all credential programs. This category includes standards regarding the overall leadership and climate for educator preparation at an institution, as well as standards pertaining to quality features that are common to all programs such as resources, coordination, admissions and advisement.

Program Standards address the quality of program features that are specific to a credential, such as curriculum, field experiences, and knowledge and skills to be demonstrated by candidates in the specific credential area. When program sponsors prepare for continuing accreditation reviews, they may consider from among five Commission-approved options for program-specific standards. The five options are: (1) California Program Standards, (2) National or Professional Program Standards, (3) General Program Standards, (4) Experimental Program Standards, and (5) Alternative Program Standards. Different options may be exercised by different credential programs at an institution. Options that are selected will be the basis for the review of specific programs by accreditation teams, and will guide the selection and orientation of team members.

In preparing a self-study report, an accredited program sponsor is required to respond to each Common Standard by providing pertinent information, including information about individual programs. In addition, each program sponsor is required to respond to a set of program standards for each program area, using one of the options named above. Pertaining to each program, the program sponsor responds to each standard in the selected option by providing program specific information for review by the accreditation team. (For further information about the accreditation process, please refer to the *Accreditation Handbook*.)

Internship Programs

Internship programs are offered collaboratively by universities and school districts as training programs for prospective teachers, administrators, counselors, and other school practitioners. Interns enroll in education courses while they teach or serve under the supervision of experienced professionals from the university and school district. During this one-year to two-year training period, each intern holds an internship credential that is granted by the Commission. Each intern also earns a salary from the employing school district.

Internship programs are *alternative* training programs primarily because interns provide instructional or other education services *while* they complete requisite courses in educational principles and methods. In the course of their training, interns provide professional services earlier than other credential candidates. For this reason the State requires interns to fulfill higher standards of admission to preparation programs than other candidates. Because each intern earns a salary while completing professional studies, internship programs may be especially attractive to individuals who have previously entered other professions and are interested in becoming educators.

Since 1974, the Commission has encouraged the development and implementation of internship programs for prospective teachers, administrators, counselors, and other educators. In each professional category, the Commission has required internship programs to satisfy the same standards as non-internship programs in the same category. Additionally, the Commission has adopted expanded standards and preconditions for internship programs which apply to internships in all professional categories. Thus an internship program for prospective teachers must fulfill the Commission's standards for Multiple and Single Subject Teacher Education Programs, *plus* the Commission's additional requirements for internship programs.

State laws and Commission policies have emphasized the importance of collaborative development and administration of internship programs. To sponsor internship programs, program sponsors collaborate more extensively with school districts and professional organizations than is the case for non-internship programs. In fact, the Commission's requirements for internship programs have focused almost exclusively on the collaborative governance of these programs, as well as the preparation the interns receive prior to assuming responsibility for their internship assignment.

Integrated throughout this document are the Commission's internship standards, requirements and issues to be addressed. These are printed in *italics* to differentiate them from the standards, requirements and issues that must be addressed by all administrative credential programs.

Part 1: Introduction to the Standards for Administrator Preparation

Foreword

The California Commission on Teacher Credentialing is the agency of California government that certifies the competence of teachers and other professionals who serve in the public schools. As a policymaking body that establishes and maintains standards for the education profession in the state, the Commission is concerned about the quality and effectiveness of the preparation of teachers, administrators, and other school practitioners. On behalf of students, the education profession, and the general public, the Commission's most important responsibility is to establish and implement strong, effective standards of quality for the preparation and assessment of future educators and school leaders.

Over the last decade, the Commission has thoroughly redesigned its policies regarding the preparation of education professionals and the review of preparation programs in colleges and universities. This redesign was based on the premise that the status of credential preparation programs in colleges and universities should be determined on the basis of standards that relate to significant aspects of the quality of those programs and that education professionals should help to define and interpret those standards based on their knowledge of the field.

The Commission considers the preparation of school administrators to be critically important to the success of students. The changing demands of school management and new expectations for school leadership call for carefully designed, comprehensive preparation programs and ongoing attention to continued professional development and renewal. The standards contained in this document were adopted by the Commission after a comprehensive review of current preparation programs, extensive consultation with the field, and thoughtful consideration of the future needs of schools.

The Administrative Services Credential

Prior to October 1, 1984, the Commission issued a single credential, the Administrative Services Credential, which authorized service in any administrative position (such as superintendent, associate superintendent, deputy superintendent, principal, assistant principal, supervisor, etc.). In 1984, the Commission initiated a two-level administrative credential structure--the Preliminary Administrative Services Credential and the Professional Administrative Services Credential--and defined the content of the programs at each level. This structure was designed to provide preparation for entry into a first administrative position, and included a plan for advanced preparation and targeted professional growth during the initial years of service, no matter what administrative service the credential holder performed. Preparation programs under this structure were developed to meet Commission guidelines.

In 1990, the Commission initiated a comprehensive study of the implementation of these earlier reform measures related to administrator preparation, as directed by SB 306 (Morgan). The purpose of the study was to examine both the content and structure of preparation programs, professional development experiences, and other credentialing policies for school administrators, and to recommend needed changes.

Research was conducted over a two year period in consultation with an expert advisory panel, appointed to represent practicing administrators, higher educators, school boards, teachers, parents, and the business community. Approximately 2500 individuals responded to surveys or participated in focused group activities as a part of this study. The research also included extensive document review and a careful examination of the reform literature related to administrative preparation.

A Commission report entitled *An Examination of the Preparation, Induction, and Professional Growth of School Administrators for California* presented the findings and resulting policy recommendations that were adopted by the Commission on March 5, 1993. The recommendations included a proposal to retain the two-level structure for the Administrative Services Credential that had been established in the early 1980's, but to modify the structure to eliminate identified weaknesses and respond more effectively to the professional development needs of aspiring and practicing administrators. In adopting these recommendations, the Commission made structural modifications to the administrative services credential and called for new standards defining the content of programs at both the preliminary and professional levels.

The Commission sponsored legislation (SB 322, Morgan) to put into place the legal framework for the structural changes of this new design for administrative preparation. The bill was passed by the legislature in 1993 and signed by the Governor effective January 1, 1994. The Commission began implementation of some of the structural components on May 1, 1994 with the first issuance of the new *Certificate of Eligibility for the Preliminary Administrative Services Credential* (see description on p. 3) to candidates completing a Preliminary Program.

The School Administration Advisory Panel also developed and recommended program standards for both levels of preparation. In developing these standards, the panel remained focused on the findings of the Commission's study of administrator preparation, and the needs expressed by large numbers of persons in the field. The *Standards of Quality and Effectiveness for Preliminary Administrative Services Credential Programs* were adopted by the Commission on August 19, 1994 after extensive review by over 500 higher educators, administrators, teachers, and school board members, and parents. When the Commission adopted the Preliminary level standards, it also approved a plan for the dissemination of the draft Professional level standards for field review and comment. The Professional level standards were revised and adopted by the Commission on March 3, 1995.

Changes in school practices and priorities, including the adoption of student content standards and a call for greater accountability affected expectations for California school administrators. In June 2000, the Commission approved a review of the administrative services credential structure. In 2000 and 2001, Commission staff conducted a series of forums throughout the state to gather information about the quality of administrative services credential programs, appropriateness of the program standards addressing those programs, and the level to which the programs were meeting those standards. The Commission also worked with Dr. John Borba and Dr. Chet Jensen of CSU Stanislaus to conduct a survey of administrative credential candidates who had completed programs over the previous three years to obtain information about candidates' views of the adequacy of their programs in preparing then to serve as California school administrators. The Commission assembled a task force of experts in school administration and administrator preparation to analyze the information collected and develop recommendations for possible changes to administrative services credential programs and requirements.

In late 2001 and early 2002, the Commission discussed a number of policy issues related to administrator preparation, and created a series of policy objectives for administrative services credential reform to guide staff's work in this area. The Commission also sponsored legislation (SB 1655 – Scott) to partially address these objectives by 1) creating an option for establishing alternative administrator preparation programs; and, 2) establishing examination-based routes for obtaining administrative services credentials.

In March, 2002, the Commission adopted an action plan for meeting its objectives for reforming administrative services credential preparation and assignment. Included in this plan was the revision of applicable Title 5 regulations related to certification requirements for central office administrators and preconditions for entities interested in offering administrator preparation programs. The plan also called for the creation of the Administrative Services Credential Design Team to recommend revisions to the Commission's standards for administrator preparation programs. The Design Team was guided by the Commission's objective to recast administrator standards and preparation to focus on instructional leadership and success for all students, as reflected in the California Professional Standards for Educational Leaders (CPSEL's), which had been developed independently by leaders in California's school administrator community. The CPSEL's borrowed heavily from the national school administrator performance standards created by the Interstate School Leaders Licensure Consortium (ISLLC), which are broadly considered to define successful school administrator performance at the outset of the 21st century. The Design Team met monthly from May 2002 through February 2003 to develop the Standards of *Quality and Effectiveness for Preliminary Administrative Services Credential Programs* contained in this handbook. Draft standards were introduced at the December 2002 Commission meeting, and subsequently underwent a field review in January and February of 2003. The final standards for preliminary administrative credential programs were adopted by the Commission in May, 2003.

The Commission's objectives for administrative credential reform included restructuring professional clear credential requirements to focus on mentoring, support and assistance. Prior information provided by administrators and administrative credential candidates had indicated that professional clear credential programs were not meeting the needs of beginning administrator. The Commission has addressed this concern by directing staff to develop revised standards and guidelines for professional clear administrative services credential programs with a support and mentoring focus. Those standards and guidelines are expected to be adopted by the end of 2003.

The Structure of the Administrative Services Credential

A.   Preliminary Administrative Services Credential

The Preliminary Administrative Services Credential generally requires completion of a state-approved preparation program offered by a college or university, school district, county office of education, or other entity. (Individuals able to demonstrate substantial administrative knowledge may also obtain the credential by passing a Commission-approved examination.) While programs are no longer required to be of a specified length, they must meet all of the Standards of Quality and Effectiveness for Preliminary Administrative Services Credential Programs. The major thrust of the preliminary level program is to prepare individuals to perform the responsibilities of entry-level administrative positions. Program content should include both knowledge and practice components designed to meet the needs of schools both today and in the future and emphasize preparation of administrators to be instructional leaders. The program requires significant field experiences focused on the development of leadership and management skills for creating an environment conducive to success for all students.

Upon completing the program, receiving the program sponsor's recommendation and submitting an application and fee, the candidate receives a *Certificate of Eligibility for the Preliminary Administrative Services Credential*. The certificate authorizes one to seek initial employment as an administrator, but does not authorize ongoing administrative service. Once employed in an administrative position, the candidate is eligible for the Preliminary Administrative Services Credential.

B.   Professional Administrative Services Credential

When an administrative position is obtained, an application must be filed and the Preliminary Administrative Services Credential authorizing service as an administrator will be issued, valid for five years. This will start the "time clock" for the completion of the Professional Administrative Services Credential requirements. The candidate must select one of the five options listed below and fulfill the required two years of administrative experience to continue in an administrative position beyond the initial five-year period:

- Completion of a Commission-accredited Professional Clear Administrative Services Credential Program;
- Demonstrate mastery of fieldwork performance standards as required for candidates in a Professional Clear Administrative Services Credential Program;
- Completion of a training program offered under the provisions of AB 75 (E.C. §445139(c)) and approved by the California State Board of Education;
- Completion of a Commission-approved Alternative Professional Clear Administrative Services Credential Program;
- Passage of a national administrator performance assessment adopted by the Commission.

The major purpose of the professional level program is to provide for support, mentoring and assistance designed to contribute to the success the new administrator. The emphasis of the professional level preparation is to move the administrator beyond the functional aspects of performing administrative service to reflective thinking about his or her role in providing an environment for effective and creative teaching, and student success in learning. Under most of the options above, each candidate's professional development at the professional level is guided by an individualized induction plan, which is based on an assessment of the new administrator's needs. The plan includes a mentoring component, and may include both academic requirements and other requirements which could include non-university activities.

C.   Renewal of the Professional Administrative Services Credential

The Professional Administrative Services Credential is valid for a period of five years, and is renewable by completing an individually-designed program of professional growth activities (150 clock hours), along with the normal application and fee. Information pertaining to the individually designed program and the renewal of Administrative Services Credentials is available in the *California Professional Growth Manual,* published by the Commission.

Internship Programs for the Preparation of School Administrators

Preliminary Administrative Services credential programs may be designed with or without an internship option. The general purposes of internship programs are discussed below, followed by a discussion of the application of internship principles to this particular credential.

The primary purpose of internship programs is to offer an alternative form of professional preparation and certification for those individuals, school districts and postsecondary institutions that want or need to adopt such an alternative. An approved internship program must meet the Standards of Program Quality and Effectiveness that have been adopted by the California Commission on Teacher Credentialing. This document includes the internship preconditions and standards for the Administrative Services Credential. Once an internship program has been established, it becomes an alternative route to certification for individuals (interns) who are admitted to the program.

The American Heritage Dictionary defines an intern as "an advanced student or recent graduate undergoing supervised practical training." The Commission defines an intern as a person who (1) is enrolled in a Commission-approved internship program, and (2) is serving with an Internship Credential that has been issued on the recommendation of the entity that offers the approved internship program. Following the completion of an internship program, the successful intern may qualify for a credential to teach or serve in a professional capacity in California public schools.

Interns normally assume the duties of educators holding the regular credential. An intern may be full-time or part-time, but each intern should experience all of the activities associated with the given credential. Interns are compensated for their service. The internship must be supervised by the participating program sponsor and the employing school district. An intern's salary may be reduced by as much as one-eighth to cover the costs of supervision.

An internship involves a cooperative relationship between program sponsor and a school district. The Internship Act of 1967 stipulates that the cooperating local education agency must be a "school district," so private schools are not eligible to participate in internship programs.

Internships have traditionally been viewed as an alternative method of professional preparation and certification for California educators. The California Commission on Teacher Credentialing has determined that candidates in internship programs must meet the same standards of performance and competence as candidates in conventional preparation programs. The major differences between internship programs and conventional programs are: (1) interns are compensated for their service; (2) they become responsible for the duties related to the credential at an accelerated pace; (3) the program is developed and implemented as a cooperative relationship between a district and a university; and (4) an internship is specifically designed to be a blend of theory and practice so interns can expeditiously acquire the skills that underlie effective professional practice.

Many interns serve in areas of critical need in which fully credentialed persons are not available. Emergency permits are not available for administrative service. The internship is a way in which a school district is able to employ an administrator while the credential program is being completed. Administrative internships are particularly appropriate for teachers on special assignment who are performing administrative duties.

In the past, some programs have used the term internship to describe the various kinds of field activities that a specialist or services credential holder experiences. The Commission believes that the term internship should be reserved for those circumstances where a candidate is working in a position that requires possession of an intern credential.

Standards of Program Quality and Effectiveness

In recent years the Commission has thoroughly redesigned its policies regarding the preparation of education professionals and the review of preparation programs. These revisions have moved program approval and review away from narrowly defined guidelines and competencies to a broader and more professional definition of standards of program quality for each credential area. In initiating these reforms, the Commission embraced the following principles or premises regarding the governance of educator preparation programs. The Administrative Services Credential Design Team applied these general principles to the creation of standards for Administrative Services Programs.

(1) *The status of credential preparation should be determined on the basis of standards that relate to significant aspects of the quality of those programs*. Program quality may depend on the presence or absence of specified features of programs, so some standards require the presence or absence of these features. It is more common, however, for the quality of educational programs to depend on *how well* the program's features have been designed and implemented in practice. For this reason, most of the Commission's program standards define levels of quality in program features.

(2) *There are many ways in which a credential preparation program could be excellent*. Different programs are planned and implemented differently, and are acceptable if they are planned and implemented well. The Commission's standards are intended to differentiate between good and poor programs. The standards do not require all programs to be alike, except in their quality, which assumes different forms in different environments.

(3) *The curriculum of the credential preparation program plays a central role in a program's quality*. The Commission adopts curriculum standards that attend to the most significant aspects of knowledge and competence. The standards do not prescribe particular configurations of courses or other learning experiences, or particular ways of organizing content, unless professionals on an advisory panel or design team have determined that such configurations are essential for a good curriculum. Similarly, curriculum standards do not assign unit values to particular domains of study unless there is a professional consensus that it is essential for the Commission's standards to do so.

(4) *The assessment of each candidate's achievements in a preparation program is a significant responsibility of the entity that offers the program*. This assessment should go beyond a review of transcripts to verify that acceptable grades have been earned in required and elective courses, or completion of a checklist verifying that all required program activities have been completed. The specific form, content and methodology of the assessment must be determined by the program sponsor. The new standards and guidelines for preliminary and professional clear programs address the need for initial, ongoing, and culminating assessments for administrative credential candidates and timely feedback to candidates at multiple points in the program.

(5) *The Commission's standards of program quality allow excellence to assume different forms in different environments*. The Commission did not ask the Design Team to define all of the acceptable ways in which programs could satisfy a quality standard. The standards should define *how well* programs must be designed and implemented; they must not define specifically and precisely *how* programs should be designed or implemented.

(6)   *The Commission assists in the interpretation of the standards by identifying specific program elements for each standard that further describe the Commission's expectations for program quality.* The Commission's adopted standards of program quality are mandatory; each program must satisfy each standard. Program elements following each standard do not extend beyond the standard, but rather more specifically define the standard. Programs are expected to meet each program element in meeting the standard.   The Commission expects reviewers to weigh the strengths and weaknesses of a program as they determine whether a program meets a standard and its elements.

(7)   *Whether a particular program fulfills the Commission's standards is a judgment that is made by professionals who have been trained in interpreting the standards.* Neither the Commission nor its professional staff make these judgments without relying on experts who are thoroughly trained in program review and evaluation. The review process is designed to ensure that credential preparation programs fulfill the Commission's standards initially and over the course of time.

The Commission fulfills one of its responsibilities to the public and the profession by adopting and implementing standards of program quality and effectiveness. While assuring the public that educator preparation is excellent, the Commission respects the considered judgments of educational institutions and professional educators, and holds educators accountable for excellence. The premises and principles outlined above reflect the Commission's approach to fulfilling its responsibilities under the law.

Definitions of Key Terms

Key terms used in this Handbook are defined below. California state law authorizes the Commission to set standards and requirements for preparation programs (California Education Code §44225(a)).

Precondition

A "*precondition* " is a requirement for initial and continued program approval that is based on California state laws or administrative regulations. Unlike standards, preconditions specify requirements for program compliance, not program quality. Program compliance with the preconditions will be determined on the basis of a staff analysis of a program document provided by the program sponsor. In the review sequence, a program that meets all preconditions is eligible for a more intensive review to determine if the program's quality satisfies the Commission's adopted standards.

Standard

A "*standard*" is a statement of program quality that must be fulfilled for initial approval or continued approval of a professional preparation program by the Commission. The Commission determines whether a program satisfies a standard on the basis of a consideration by an evaluation team of all available information related to the standard.

Required Element

A *"required element"* guides program sponsors in developing programs that meet the standards, and guides program review panels in judging the quality of a program in relation to a standard. Each program standard includes required elements that further define the standard. An element identifies dimensions of program quality that the Commission considers to be important. Required Elements are descriptive statements that elaborate and clarify the meaning of a major provision of a standard of program quality. In determining whether a program fulfills a given standard, the Commission expects the review panel to consider all of the required elements in conjunction with each other. Program reviewers selected by the CCTC must find that a program meets each required element. When they do, the CCTC approves the program.

Questions to Consider

"Questions to consider" are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist program sponsors in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation. In this document, "questions to consider" are included for all Common Standards.

Administrator Preparation:
Introduction by the School Administration Advisory Panel

The work of a school administrator is complex and demanding. Administrators for the 21st century need to be effective leaders who are able to manage successfully in California's many varied and diverse communities. They should know and understand their schools and communities, exert leadership to achieve positive educational outcomes, and continue to develop and grow in their own professional expertise. These high expectations for future school leaders are predicated in the ongoing consideration of how administrators are prepared, how they are initiated into their profession in the early years of practice, and how they engage in continuous professional growth and renewal.

The newly configured design for administrator credentialing utilizes this continuum of development for the school administrator and provides candidates with options previously unavailable. The Preliminary Administrative Services Program is designed to prepare persons for administrative responsibilities in a variety of educational settings and contexts. The Professional Administrative Services Credential program is intended to be an induction experience for beginning administrators that provides mentoring, ongoing support, and professional development targeted to the individual candidate's assessed needs. Ongoing credential renewal requirements recognize the need for administrators to remain professionally current and to select and engage in activities that improve their own practice.

The professional development of school administrators begins with a well-designed initial preparation program. Prospective administrators need a grounding in the principles of leadership practice and a broader understanding of the world of schooling than is typically provided in the best of teacher preparation or that which is gained through professional practice. A strong conceptual knowledge of how students learn, and the leadership and management actions necessary to support student learning, are basic to the preparation of school administrators. Candidates in this new design of administrator preparation will develop a professional perspective by examining contemporary leadership practices and school policies in relation to fundamental issues, theories and research in education that support student learning. They will have in-depth fieldwork experiences to connect their learning to practical situations. Field experience will be designed to apply knowledge and skills in providing effective learning environments for the students and schools served. Field experiences should acquaint candidates with a wide range of leadership and administrative responsibilities, provide opportunities for acquiring and developing leadership and administrative skills, and result in significant learning about the work of school administrators in support of student learning.

A strong preservice program provides a necessary foundation in preparing candidates for the difficult and challenging work of leading schools in our many and varied communities. However, much learning needed to perform effectively as a school administrator occurs during the early years of service, as the new administrator begins to confront and reflect upon problems in practice. A planned induction program for beginning administrators can provide the assistance, support, and on-the-job training that can markedly enhance the performance of the new administrator during these important early years of administrative practice.

The professional phase of administrator preparation begins only after employment in an administrative position. In this revised design, the candidate has many options for completing this credential, which vary from university to professional organization to local school agency programs. Whichever option the candidate selects, the program is individually designed to meet the candidate's assessed needs, interests and long-term career goals. A formal plan for professional induction is

developed by the candidate, the credential supervisor, and a district mentor. Full participation by all parties will improve the planning, implementation, and evaluation of the candidate's experiences.

Assessments of candidate performance play a key role in this new design. Multiple and varied assessments will occur at multiple points in the candidate's progress through both levels of preparation. These assessments will measure progress, help the candidate reflect on learnings, guide revisions to the professional development plan, and lead to informed decisions about administrative competence and proficiency in support of student learning.

Collaboration of all parties who have an interest and stake in administrator preparation and professional development is crucial in order for this newly defined model of preparation to develop leaders who are able to serve the needs of students in California schools. There are many roles to play and a variety of contributions to be made to administrative preparation and professional development.

Administrators who complete programs of professional preparation designed to meet the standards in this document will be well prepared to lead California schools. These administrators will have the foundation of ongoing professional development and will learn to seek out continued opportunities to grow, develop, and extend their vision in support of all students achieving at high levels.

Part 2: Common Standards

(Aspects of program quality that are the same for all credential programs. The program sponsor responds to each Common Standard by providing pertinent information, including information about individual programs. For each Common Standard, questions are included which can be used by program sponsors for assistance in the preparation documents for the initial accreditation of programs and self-study reports for continuing accreditation. The questions will also assist team members during training and continuing accreditation reviews. Following the Common Standards are particular common standards issues which must be addressed for internship programs and emphasis programs.)

Commission on Teacher Credentialing

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Common Standards

Standard 1

Education Leadership

The program sponsor (faculty, dean/director and program administration) articulates and supports a vision for the preparation of professional educators. All professional preparation programs are organized, governed, and coordinated with the active involvement of credential program faculty. Program leadership fosters cohesiveness in management; delegates responsibility and authority appropriately; resolves each professional preparation program's administrative needs as promptly as feasible; and represents the interests of each program in the institution, the education profession, and the school community.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist program sponsors in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How clear is the leadership's vision for the preparation of educators? How well does this vision shape the design and delivery of each credential program? What evidence is there that the leadership of the program sponsor supports the goals and purposes of each program?

- How well does the leadership of the program develop a unified sense of teamwork among the administrators of sub-units, including credential programs?

- How clear are the lines of authority and responsibility for the management of each credential program? In what manner are program coordinators involved in appropriate decision-making bodies within the program leadership?

- How prompt is the leadership of the program in addressing and resolving problems in credential programs that are amenable to administrative solutions?

- How frequently and openly does the program leadership confer with the faculties who teach credential candidates and supervise their field experiences?

- To what extent is program leadership seen as an advocate for the credential programs, the education profession as a whole, and the local school community?

Common Standards Issues to be Addressed

Internship Programs

For an internship program: Each participating school district works with the program sponsor to give appropriate attention to the effective operation of the program. Because interns function as employees of the school district, it is important that the school district ensure that the program is operating in a manner to further the educational goals of the district. The employing school district supports the goals and purposes of the program and assures the college or university that the appropriate support for the intern is available in the district.

Standard 2

Resources

Sufficient resources are consistently allocated for the effective operation of each credential preparation program, to enable it to be effective in coordination, admission, advising, curriculum, instruction, and field experiences. Library and media resources, computer facilities, and support personnel, among others, are adequate.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist program sponsors in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How adequate are personnel resources (including sufficient numbers of full and part-time positions for instructional faculty, field supervisors and support personnel) to staff each credential program and maintain its effectiveness?

- How well does the program sponsor provide a critical mass of faculty resources to provide breadth and depth of expertise to support an effective program of instruction and supervised field experience in each credential area? Do credential candidates have sufficient opportunity for contact with faculty members?

- To what extent do faculty, staff, and candidates have access to appropriate buildings, classrooms, offices, study areas, furniture, equipment, library services, computers, media, and instructional materials? Are these resources sufficient and adequate?

- To what extent do faculty, staff, and candidates have equitable and appropriate access to computer-based technology, information and network resources for teaching and learning?

- To what extent do faculty, staff, and candidates have adequate technical support services for maintenance and training to support instructional goals?

Common Standards Issues to be Addressed

Internship Programs

For an internship program: Each participating school district works with the program sponsor to provide sufficient resources to fulfill the needs of the program. Because interns function as employees of the school district, it is important that the school district provide sufficient resources, in addition to intern salaries, to assure the success of the program. The employing school district provides access to the resources to allow the intern to perform successfully in his or her position.

Standard 3

Faculty

Qualified persons are hired and assigned to teach all courses and supervise all field experiences in each credential preparation program. Faculty reflect and are knowledgeable about cultural, ethnic, and gender diversity. The program sponsor provides support for faculty development, and recognizes and rewards outstanding teaching. The program sponsor regularly evaluates the performance of course instructors and field supervisors, and retains in credential programs only those individuals who are consistently effective.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist program sponsors in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How effectively does the program sponsor ensure that each credential program course and field experience is assigned to a faculty member who has an appropriate background of advanced study and professional experience that are directly related to his/her assignment(s) in the program?

- How does the program sponsor develop and utilize recruitment policies and goals to ensure the equitable hiring of faculty in credential preparation programs?

- How does the program sponsor ensure that all faculty members and field supervisors have current knowledge of schools and classrooms that reflect the cultural diversity of society?

- How well does the program sponsor follow equitable procedures for the identification of effective and ineffective course instructors and field supervisors?

- What procedures are in place to remove ineffective course instructors and field supervisors from their assignments in credential preparation programs? How consistently are the procedures applied?

- How does the program sponsor recognize excellence as a teacher, supervisor, and/or advisor in appointing, promoting and recognizing faculty members?

- How does the program sponsor ensure that all faculty members (full time and part time) have access to adequate resources for their professional development, including resources to support research, curriculum study and program development?

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Standard 4

Evaluation

The program sponsor regularly involves program participants, graduates, and local practitioners in a comprehensive evaluation of the quality of courses and field experiences, which leads to substantive improvements in each credential preparation program, as needed. Meaningful opportunities are provided for professional practitioners and diverse community members to become involved in program design, development and evaluation activities.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist program sponsors in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

•   To what extent is the evaluation system based upon criteria that are related to the design, rationale, goals and objectives of each program, and to the competence and performance criteria that are used to assess candidates in the programs?

•   How does the program sponsor collect information about each program's strengths, weaknesses and needed improvements from all participants in the program, including course instructors, university and district supervisors, the employers of recent graduates, and each cohort of candidates during their enrollment and following their program completion? How comprehensively and frequently is information compiled?

•   In what manner is evaluation information used to make qualitative decisions about credential preparation programs?

•   As improvements in programs are considered, to what degree are they based on the results of program evaluation, the implications of new knowledge about teaching and schooling as it relates to each credential area, and the identified needs of schools and districts in the local service region?

•   In what ways are meaningful and substantive opportunities provided for professional practitioners in multiple credential areas and persons who represent the diversity of the community to be involved in program evaluation and development activities?

Common Standards Issues to be Addressed

Internship Programs

For an internship program: The system of program evaluation and development includes representatives of the participating district(s), and representatives of persons who hold the affected credential from the participating district(s). Because interns perform the duties of fully certificated holders of the credential, it is important that representatives of these certificated employees, along with district representatives, participate fully in the development and evaluation of the internship program. The ongoing evaluation and development system includes substantive involvement from the program sponsor, participating school districts, and representatives (the certificated exclusive representatives, if applicable) of holders of the affected credential.

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Standard 5

Admission

In each professional preparation program, candidates are admitted on the basis of well-defined admission criteria and procedures (including all Commission-adopted admission requirements) that utilize multiple measures. The admission of students from a diverse population is encouraged. The program sponsor determines that candidates meet high academic standards, as evidenced by appropriate measures of academic achievement, and demonstrate strong potential for professional success in schools, as evidenced by appropriate measures of personal characteristics and prior experience.

Commission-Adopted Credential Program Admission Requirements

<u>*All Internship Programs*</u> *- Each internship candidate has had prior experiences and personal qualifications to enable candidates to perform at the level of responsibility required of an intern. Because interns perform the duties of fully certificated holders of the credential prior to the completion of a preparation program, it is important that they have had prior experiences which would adequately prepare them for the actual responsibilities of the position. When applicant's qualifications are evaluated, the program's admission criteria shall consider relevant experience and background to account for the increased responsibilities of interns.*

<u>**General Advanced Credential Program Admission Requirements**</u> **- As a group, candidates admitted into the program each year have attained a level of academic qualifications, using one or more indicators, equivalent to or higher than candidates admitted to other post-baccalaureate programs offered by the program sponsor. Each individual has personal qualities and prior experiences that suggest a strong potential for professional success and effectiveness in the specialist or service area.**

<u>**Preliminary Administrative Services Credential Programs**</u> **- As a group, candidates admitted into the program each year have attained a level of academic qualifications, using one or more indicators, equivalent to or higher than candidates admitted to other post-baccalaureate programs offered by the program sponsor. Each individual has a record of professional accomplishment demonstrating leadership potential, and exhibits consistent adherence to moral and ethical standards of behavior.**

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist
s in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent are the admission criteria and procedures clearly described and available to prospective candidates for credentials?

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- What are the multiple measures used by the program sponsor to define the academic achievement and professional potential of credential candidates?

- For the basic teaching credential programs, does the program sponsor define an appropriate comparison group? Does each admitted candidate have an undergraduate GPA that is above the median GPA for the comparison group?

- For advanced credential programs, does each admitted candidate meet the program sponsor's standards for graduate study?

- How does the program sponsor determine and evaluate each applicant's personal qualities and preprofessional qualifications, (including entry level computer skills) for example, personal interviews with candidates, written evaluation of candidates' prior experiences with children and youth, and prior leadership activities?

- What alternative criteria and procedures are used to encourage admission of candidates from underrepresented groups?

- To what extent do the program sponsor's recruitment and admissions policies and practices reflect a commitment to achieve a balanced representation of the population by gender, race, ethnicity and disability and to encourage admission of candidates from the program sponsor's service area?

- How do the admissions criteria consider the candidates' sensitivity to (and interest in) the needs of children and youth, with special consideration for sensitivity to those from diverse ethnic, cultural and socio-economic backgrounds?

Academic qualifications alone are not sufficient factors for program admissions, because of the uniquely human character of the education profession. Each candidate for an administrative services credential must also bring appropriate personal characteristics and a record of professional accomplishments, so the program can build on human qualities and demonstrated abilities that are essential for effective service as an administrator. Before admitting candidates into the program, program sponsor's representatives determine that each individual has a record of professional accomplishment demonstrating leadership potential, and exhibits consistent adherence to moral and ethical standards of behavior. The program's admissions criteria require the candidate to have prior experiences in which suitability for administrative responsibilities is demonstrated in such areas as parent and community involvement, relationships with professional colleagues and demonstrated leadership activities.

Standard 6

Advice and Assistance

Qualified members of the program sponsor's staff are assigned and available to advise candidates about their academic, professional and personal development, as the need arises, and to assist in their professional placement. Adequate information is readily available to guide each candidate's attainment of all program and credential requirements. The program sponsor assists candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist program sponsors in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How does the program sponsor ensure that student services, including academic advisement, professional assessment, personal counseling and career placement services are provided by qualified individuals who are assigned those responsibilities?

- Are student services provided equitably and made available when the candidates need them?

- In what manner does the program sponsor provide (a) advice regarding the realities and opportunities for entry into different areas of professional service and (b) assistance for candidates in the pursuit of employment upon completion of their programs?

- What special opportunities are provided for candidates who need special assistance? How are candidates provided with information about the availability of special assistance?

- How does the program sponsor review each candidate's competence at designated checkpoints, inform the candidates of their status, provide opportunities for corrective learning, and only then dismiss those who are determined to be unsuited for professional service?

- How are the requirements for each credential program and information about available services made accessible to prospective and current candidates?

- How well does the program sponsor ensure that each candidate is informed in writing early in his/her program about the program's prerequisites, coursework requirements, field experience requirements, and the specific deadlines for making satisfactory progress in the program? How are candidates informed about the legal requirements for state certification? How are they also informed about the individuals who are available to provide services to them?

- In what manner is each candidate informed about program sponsor's grievance and appeal procedures?

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Common Standards Issues to be Addressed

Internship Programs

For an internship program: Program Faculty develop an individual plan for the mentoring support and professional development of each intern while in the program. Because interns perform the duties of fully certificated holders of the credential, it is important that they have support in the performance of their tasks and the planning for their professional development. This support should be similar to that which is provided for new teachers hired by the district. Specifically, they should have an individual plan for professional development and the support of one or more mentor teachers. The individual plan for support and professional development is developed for each intern in consultation with the intern and the employing school district. The individual plan includes the provision for mentoring experiences.

Standard 7

School Collaboration

For each credential preparation program, the program sponsor collaborates with local school personnel in selecting suitable school sites and effective clinical personnel for guiding candidates through a planned sequence of fieldwork/clinical experiences that is based on a well developed rationale.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist program sponsors in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

• For each credential preparation program, to what extent does an effective and ongoing system of communication and collaboration exist between the program sponsor and local districts and school sites where candidates are placed for their field experiences?

• To what extent does the program sponsor, in consultation with local administrators and teachers, have clear, explicit criteria for the selection of schools and district field experience supervisors? How effectively does the program sponsor seek to place candidates in self-renewing schools in which the curriculum and the staff develop continually?

• To what extent is there a description of the fieldwork/clinical experience options that are available and how those options correspond to the organizational structure and academic requirements of each credential program?

• How does the program sponsor ensure that each credential candidate's field/clinical experiences are planned collaboratively, involving the candidate, school district personnel and program personnel?

• To what extent does the program sponsor provide opportunities for candidates to be placed in schools where computer-based technology is used to support teaching and learning?

• How thoroughly does the program sponsor periodically review the suitability and quality of all field placement sites?

• To what extent does the program sponsor review each candidate's fieldwork/clinical placement to ensure that candidates are assigned to appropriate sites supervisors?

• How well developed is the program sponsor's plan and rationale for the sequence of field experiences in each credential program?

Common Standards Issues to be Addressed

Internship Programs

For an internship program: The very nature of an internship program requires collaboration at every stage of the program. This includes the selection of district supervisors of interns, placement of interns in teaching positions and shaping and evaluation of the internship assignments.

Preliminary Level

The program sponsor secures collaboration with educational agencies in the selection of effective supervising administrators, in the placement of candidates in exemplary, well-managed schools.

Standard 8

District Field Supervisors

Each district-employed field experience supervisor is carefully selected, trained in supervision, oriented to the supervisory role, and certified and experienced in either teaching the subject(s) of the class or performing the services authorized by the credential. District supervisors and supervisory activities are appropriately evaluated, recognized and rewarded by the program sponsor.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist program sponsors in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

• How does the program sponsor ensure that each candidate's field experiences are supervised by district personnel who have state certification, academic preparation and successful experience in the credential area? How do they determine that they have remained current with changes in the profession and the student population?

• How thoroughly and promptly does the program sponsor provide for the effective role-orientation and supervisory training of each district field experience supervisor.

• To what extent does each district field experience supervisor demonstrate skills in observation and coaching techniques and in ways of successfully fostering learning in adults?

• How are fieldwork/clinical experiences evaluated collaboratively, involving the candidate, school district personnel and program personnel?

• To what extent does the program sponsor recognize and reward district field experience supervisors for their services, through letters of recognition or incentives, such as tuition credits, conference attendance allowances, or instructional materials?

Common Standards Issues to be Addressed

Internship Programs

Each intern receives support from one or more certificated person(s) who are assigned at the same school, at least one of whom is experienced in the curricular area(s) of the intern's assignment. Each person who supports one or more interns is trained in support techniques, oriented to the support role and appropriately evaluated, recognized and rewarded by the program sponsor and/or the district. Support personnel are particularly important because interns do not have the benefit of the assistance of a cooperating (supervisory) teacher as a student teacher would have.

Part 3: California Standards of Quality and Effectiveness for Preliminary Administrative Services Credential Programs

Program Design and Curriculum
Field Experiences
Domains of Candidate Competence and Performance

Preconditions for the Approval of
Administrative Services Credential Programs

Most associations that accredit postsecondary institutions establish "preconditions" to accreditation. So do most licensing agencies that approve professional preparation programs, or that accredit professional schools. Preconditions are requirements that must be met in order for an accrediting association or licensing agency to consider accrediting a program sponsor or approving its programs or schools. Preconditions determine an program sponsor's *eligibility*. The actual *approval* or *accreditation* of programs, schools or institutions is based upon standards adopted by the association or licensing agency.

There are two categories of preconditions: (1) those established by State laws such as limitations on the length of a professional preparation program; and (2) those established by Commission policy such as the requirement that the sponsoring institution be accredited by the regional accrediting body in which the institution's home campus resides. The preconditions were originally adopted by the Commission in November, 1986. Entities that intend to offer approved programs must provide a response to each precondition. Some preconditions may require a relatively brief response, while others will require a detailed and thorough response. For example, a response to General Precondition 8 should include a list of faculty members who will be required to participate in the public schools and a three-year schedule showing when each will be expected to carry out this responsibility.

Some earlier preconditions have been changed as a result of Commission action and the *Accreditation Framework*. For example, in 1998, General Precondition 2 was adopted which requires institutions to report on responsibility and authority for credential programs. Preconditions have been titled and placed in a different order than in prior documents. Preconditions established by the Commission under its general statutory authority are listed first. They are preconditions which apply to all or most credential programs. (Please note that some of these preconditions apply only to initial accreditation, others apply only to continuing accreditation and others apply to both.) The general preconditions are followed by the preconditions that are established by specific sections of the Education Code and are specific to the Administrative Services Credential programs. Finally, preconditions pertaining to internship programs are included and displayed in italics. (Included with the preconditions are clarifications which may be helpful to program sponsors.)

General Preconditions Established by the Commission

Pursuant to Education Code Section 44227(a), each program of professional preparation shall adhere to the following requirements of the Commission.

(1) Accreditation and Academic Credit. To be granted initial accreditation or continuing accreditation by the Committee on Accreditation as a program of professional preparation, the program must be proposed and operated by an institution of higher education that (a) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting bodies, and (b) grants baccalaureate academic credit or post-baccalaureate academic credit, or both. This provision does not apply to alternative (non-university based) programs, however, such programs must include in their program proposal verification of the entity's governing board's approval of sponsorship of the program.

(2) Responsibility and Authority. To be granted initial accreditation or continuing accreditation by the Committee on Accreditation, the institution or sponsoring agency shall provide the following information:

(a) Identify the position within the entity's organizational structure that is responsible for the ongoing oversight of all credential preparation programs offered by the entity (including credential programs offered by the extension division, if any).

(b) Provide a description of the reporting relationship between the position described in (a) and the managers who coordinate each credential program offered by the entity. If a reporting relationship is indirect, describe levels of authority and responsibility for each credential program.

(3) Personnel Decisions. To be granted initial accreditation or continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an entity that makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.

(4) Demonstration of Need. To be granted initial accreditation by the Committee on Accreditation as a program of professional preparation, the program proposal must include a demonstration of need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that once or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.

(5) Practitioners' Participation in Program Design. To be granted initial accreditation by the Committee on Accreditation as a program of professional preparation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.

(6) Commission Assurances. To be granted <u>initial</u> accreditation by the Committee on Accreditation as a program of professional preparation, the program proposal must (a) demonstrate that the program will fulfill all applicable standards if program quality and effectiveness that have been adopted by the Commission; and (b) include assurances that (b1) the entity will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within the four years of the initial enrollment of candidates in the program, and (b2) that the program sponsor will respond to all requests for data regarding program enrollments and completions within the time limits specified by the Commission.

(7) To be granted <u>continuing</u> accreditation by the Committee on Accreditation as a program of professional preparation, the entity must respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.

General Preconditions Established by State Law

(8) Instructor Participation. Each instructor who regularly teachers one or more courses relating to instructional methods in a program of professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in administrative methods in an Administrative Services Credential Program, shall actively participate in public elementary schools and classrooms at least once every three academic years. *Reference: Education Code Section 44227.5 (a) and (b).*

(9) California Basic Educational Skills Test. In each program of professional preparation, applicants for program admission shall be required to take the California Basic Educational Skills Test. The entity shall use the test results to ensure that, upon admission, each candidate receives appropriate academic assistance necessary to pass the examination. *Reference: Education Code Sections 44252(f) and 44225(n).*

For Internship Programs: In each internship program of professional preparation candidates who are admitted shall be required to pass the California Basic Educational Skills Test prior to assuming intern administrative responsibilities. Reference: Education Code Section 44252(b).

(10) Certificate of Clearance. An entity that operates a program of professional preparation shall not allow a candidate to assume daily student teaching responsibilities or participate in field experience until a candidate obtains a Certificate of Clearance from the Commission which verifies the candidate's personal identification. *Reference: Education Code Section 44320(d)*

For Internship Programs: Certificate of Clearance must be obtained prior to assuming intern administrative responsibilities.

Specific Preconditions Established by the Commission for the Preliminary Administrative Services Credential

Each program of professional preparation that leads to the issuance of a Preliminary Administrative Services Credential shall adhere continually to the following requirements of California State laws.

(1) **Prerequisite Degree and Credential.** An entity that operates a program for the Preliminary Administrative Services Credential shall determine, prior to recommending a candidate for the credential, that the candidate possesses a baccalaureate degree and a valid teaching credential; or a services credential with a specialization in pupil personnel services, library services, health services, or clinical rehabilitative services; or a designated subjects credential and a baccalaureate degree. *Statutory basis: Education Code Section 44270(a)(1).*

For Internship Programs: An entity that operates a program of preparation for the Preliminary Administrative Services Credential with an Internship shall require each candidate who is admitted into an Internship Program to possess the appropriate prerequisite credential prior to assuming internship administrative responsibilities. Statutory basis: Education Code Section 44270(a)(1).

(2) **Experience Requirement.** An entity that operates a program for the Preliminary Administrative Services Credential shall determine, prior to recommending a candidate for the credential, that the candidate has verified experience of a minimum of three years of successful, full-time classroom teaching in public or private schools; or three years of experience appropriate to the services credential listed in (1) above; or three years of experience with a designated subjects credential. *Statutory basis: Education Code Section 44270(a)(2).*

Preconditions Established in State Law for Internship Programs

For initial and continuing accreditation by the Committee on Accreditation, participating districts and universities must adhere to the following requirements of state law.

(1) ***Bachelor's Degree Requirement****. Candidates admitted to intenship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. Reference: Education Code Section 44453.*

(2) ***Supervision of Interns.*** *In an internship program, the participating institutions shall provide supervision of all interns. No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary padi to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. (Reference: Education Code Section 44462.) Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.*

(3) ***Assignment and Authorization.*** *To receive approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. (Reference: Education Code Section 44454.)   The institution*

stipulates that the interns' services meet the instructional or service needs of the participating district(s). (Reference: Education Code Section 44458.)

*(4)   **Participating Districts.** Participating districts are public school districts or county office of education. Submissions for approval must identify the specific districts involved and the specific credential involved. (Reference: Education Code Section 44321 and 44452.)*

Specific Preconditions Established by the Commission for Internship Programs

For initial and continuing accreditation, participating districts and universities must adhere to the following requirements established by the California Commission on Teacher Credentialing.

*(5)   **Non-Displacement of Certificated Employees.** The institution and participating districts must certify that interns do not displace certificated employees in participating districts.*

*(6)   **Justification of Internship Program.** Where an institution submits a program for initial and continuing accreditation, it must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential.   The exclusive representative of certficated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.*

Standards of Quality and Effectiveness for Preliminary Administrative Services Credential Programs

Category I: Program Design, Coordination and Curriculum

Standard 1: Program Rationale and Design

The professional leadership preparation program includes a purposeful, developmental, interrelated sequence of learning experiences – some that are carried out in the field and some that occur in non-field settings - that effectively prepare candidates as instructional leaders in a variety of public schools and school districts. The design of the program is based on a sound rationale informed by theory and research aligned with (a) the principles articulated in the Candidate Competence and Performance Standards in Category III, and (b) the principles of various learning theories. The program is designed to provide extensive opportunities for candidates to learn and apply, and includes both formative and summative assessments based on the Candidate Competence and Performance Standards in Category III.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

1(a)   The design of the program contains essential principles that are clearly grounded in a well reasoned rationale, which draws on sound scholarship and theory anchored to the knowledge base of administrator preparation, is articulated clearly, and is evident in the delivery of the program's coursework and fieldwork.

1(b)   The program design and its delivery form a cohesive set of learning experiences that are informed by adult learning theories and are designed to address the emerging, developing needs of prospective administrators enrolled in the program.

1(c)   The program incorporates multi-media technologies to ensure that candidates develop an understanding of the importance, role and uses of technology for instructional support, administrative decision-making and the management of data in schools.

1(d)   The design of the coursework and fieldwork experiences provides each candidate with opportunities to learn about and manage the use of technology for the improvement of the instructional program.

1(e)   The program has an organizational structure that provides for coordination of the administrative components of the program that facilitates each candidate's completion of the program.

1(f)   Coursework and field experiences utilize a variety of strategies for professional instruction and provide multiple opportunities for candidates to learn and practice the Candidate Competence and Performance Standards in Category III, including opportunities to observe administrative practices in diverse settings.

1(g)   For an internship program, the design makes allowance for the fact that interns do not have all of the "theoretical" background desirable for successful service at the beginning of the program. Interns are given multiple, systematic opportunities to combine theory with practice. The program design clearly recognizes the particular needs of interns and provides an array of support systems designed to meet the needs of interns and non-interns enrolled in the program.

1(h)   The program design includes planned processes for the comprehensive assessment of individual candidates on all competencies addressed in the program. Criteria are established for individual candidate competency and a clear definition of satisfactory completion of the program is established and utilized to make individual recommendations for the Preliminary Administrative Services Credential. The program sponsor ensures that each candidate demonstrates satisfactory mastery of the Candidate Competence and Performance Standards in Category III at a level appropriate for beginning administrators.

Standard 2: Program Coordination

Each sponsor of an administrative preparation program establishes one or more partnerships that contribute substantively to the quality and effectiveness of the design and implementation of each candidate's preparation.   Partnerships address significant aspects of professional preparation. An agreement between the partners is cooperatively established and the terms and agreements of the partnership are binding on both parties with each partner sharing the responsibility for the implementation and success of the program.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

2(a)   The sponsor of a professional leadership preparation program establishes one or more intensive partnerships with representatives of schools where candidates engage in program-based fieldwork. The program-based fieldwork component offers opportunities for purposeful involvement in cooperative partnership(s) for the design and delivery of programs by various interest groups such as parent and community organizations, institutions of higher education, professional organizations, county offices of education, educational research centers, business representatives, and other groups.

2(b)   Each partnership includes purposeful, substantive dialogue in which the partners contribute to the structured design of the professional leadership preparation program and monitor its implementation on a continuing basis.   Dialogue between partners effectively assists in the identification and resolution of program issues and candidate needs.

2(c)   Partners establish working relationships, coordinate joint efforts, and rely on each other for contributions to program quality. In discussing program issues, partners value the multiple perspectives of the respective members and draw openly on members' knowledge, professional expertise and practical skills.

2(d)   Partners cooperate in developing program policies and reviewing program practices pertaining to the recruitment, selection and advisement of candidates; development of curriculum; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of field experience supervisors; and assessment and verification of administrator competence.

2(e)   Cooperating partners recognize the critical importance of administrator preparation by substantively supporting the costs of cooperation through contributions of sufficient human and fiscal resources.

Standard 3: Development of Professional Perspectives

By design, the program facilitates each candidate's development of a professional perspective by providing extensive opportunities to analyze implement and reflect on the relationships between theory and practice concerning leadership, teaching, and learning in the context of contemporary school issues in California. The program offers exposure to the essential themes, concepts and skills related to the performance of administrative services, including but not limited to: relationship building; communication skills; the ability to articulate, apply and evaluate theories of leadership; an understanding of and ability to apply, model, and analyze curriculum, instructional strategies, and assessment; an understanding of standards-based accountability systems; and the ability to use data to make decisions regarding program improvement. The program develops each candidate's understanding of how successful resource management affects successful instructional leadership.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

3(a)   By design, the program builds on and enhances each candidate's understanding of the state-adopted academic content standards for students. Candidates develop an understanding of the nature of instructional leadership and the responsibilities of an administrator with respect to monitoring student performance, including those students with special needs, using a range of indicators; evaluating and supervising instructional faculty and staff; and evaluating, planning for and implementing short- and long-term professional development strategies to improve the overall performance of all students.

3(b)   In the program, the structured design of coursework and fieldwork includes coherent recurring review, discussion and analysis of a broad range of foundational issues and theories and their relationships to professional practices in schools and classrooms.

3(c)   As candidates begin professional development, the program encourages them to examine their own leadership practices. Through reflection, analysis, and discussion of these practices, each candidate learns to make informed decisions about teaching, learning and instructional leadership.

3(d)   *For an internship, the program shall ensure that, prior to beginning the intern assignment, all candidates have a basic understanding of the foundations of administrative practice and an understanding of their specific job responsibilities.*

Standard 4: Equity, Diversity and Access

The professional leadership preparation program provides each candidate with an opportunity to examine and reflect upon principles of educational equity and diversity and their implementation in school sites, including access to curriculum content and school practices for all students, teachers, staff, parents or caregivers and community members. The program prepares candidates to provide all students and their parents and guardians equitable access to the school, including the curriculum and other programmatic supports in the school. Through coursework and fieldwork, candidates examine their personal attitudes toward race, gender and socio-economic status; learn about ways to examine and confront issues around race, equity and diversity; and take leadership roles in discussions about equity, diversity and access. Candidates know the protections afforded by Education Code Chapter 587, Statutes of 1999 and learn how to work to ensure educational equity for all members of the school community. The program includes a series of planned experiences in which candidates learn to identify, analyze and minimize personal and institutional bias.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

4(a)   The program prepares candidates to effectively lead a school site by increasing the knowledge of the diverse constituencies that comprise the extended school community with respect to background experiences, languages, skills and abilities of student populations, including accommodations for students with special needs.

4(b)   The program prepares candidates to supervise the application of appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students.

4(c)   The program design includes the study and discussion of the historical and cultural traditions of the major racial, religious and ethnic groups in California society and an examination of effective ways to include cultural traditions and community values in the school curriculum and school activities.

4(d)   The program design is explicit in developing each candidate's ability to recognize historical and philosophical forces that have given rise to institutional practices, such as systemic forms of racism and sexism, that serve to limit students' access to academic and social success and to create a safe and equitable school setting that establishes and contributes to the physical, social, emotional and intellectual safety of the diverse constituencies of the extended school community.

4(e)   The program provides ongoing opportunities for each candidate to systematically examine their stated and implied personal attitudes and expectations about race, ethnicity, culture, sexual orientation, religion and socio-economic status to foster a school environment that creates access to the curriculum and programs of the schools and maintains high expectations for the academic achievement of all participants in all contexts.

4(f)   The program provides ongoing opportunities for each candidate to systematically examine their stated and implied personal attitudes and expectations related to gender and to develop school policy and curriculum that creates and supports a gender-fair environment within the school community.

4(g)   The program develops each candidate's capacity to recognize students' specific learning needs; develop policy and practices at the school site to ascertain student needs and place students in appropriate learning contexts; collaborate with teachers in developing instructional practices that guarantee full access to the curriculum; and identify and provide resources for all students to have full access to the curriculum and opportunities to engage in extracurricular and co-curricular activities.

4(h)   The program develops each candidate's understanding of the legal and financial implications of serving students with special needs.

Standard 5: Role of Schooling in a Democratic Society

The professional leadership preparation program provides each candidate with an opportunity to examine the principles of democratic education from a historical and policy perspective. The program prepares each candidate to understand the role of the school in preparing students as future citizens and to identify and analyze the variety of ideas and forces in society that contribute to a democratic society. The program prepares administrators who understand their responsibility in developing and nurturing public support, family participation, community engagement, labor relations and preparing students for the challenges of the future. The program includes the study of how historical and philosophical forces, as well as policy decisions and prevailing practices, have an impact on schooling.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

5(a)   The program prepares candidates to discuss, debate and articulate the purposes of schooling in a democratic society.

5(b)   The program includes opportunities to understand the values and concerns of the diverse communities that constitute a democracy and the importance of involving the greater community in the life of schools.

5(c)   The program includes opportunities for the candidate to explore the relationship of schools to the school community, governmental entities and community agencies and the role of integrating community service as well as resources for children and families in the school.

5(d)   The program provides each candidate with an opportunity to understand the relationship between federal, state and local policy and practice with respect to the role that government policy has in ensuring democratic education for all students.

5(e)   The program provides each candidate with an opportunity to (1) learn about federal, state and local laws, policies and practices that ensure appropriate accommodations for students with various learning styles and students with disabilities, and (2) understand the role of the site administrator in monitoring and implementing these provisions of law.

5(f)   The program provides each candidate with an opportunity to understand labor relations, contract compliance and collective bargaining as it relates to schooling in a democratic society.

5(g)   The program provides each candidate with an opportunity to understand the role of families and their diverse structures and cultural beliefs as they impact the role of schooling in a democratic society.

Program Standard 6: Opportunities to Learn Instructional Leadership

The professional leadership preparation program provides multiple opportunities in the program curriculum for each candidate to learn, practice and reflect on the role of instructional leaders as delineated in the standards of candidate competence and performance in Category III. The role of the instructional leader is central to the functioning of an effective school, and thus the program provides multiple, systematic opportunities for the candidate to connect theory to practice and develop the knowledge, skill and disposition to foster effective teaching in the service of student achievement. The program curriculum prepares each candidate to view all aspects of leadership through the lens of student learning. The program includes comprehensive, systematic formative and summative assessments that address the full range of competencies described in Category III.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

6(a)   <u>Shared Vision of Learning</u> The program provides an opportunity for the candidate to learn to facilitate the development, articulation, implementation and stewardship of a vision of teaching and learning that is shared and supported by the school community.

6(a)(1)   The program provides an opportunity for the candidate to develop and refine a personal vision of education and instruction and provides multiple opportunities for the candidate to engage in reflection, develop ways to engage self and others reflective activities, and addresses the need for reflection across the program.

6(a)(2)   The program provides an opportunity for the candidate to learn how to develop and implement a shared vision and goals that place student and adult learning at the center of instructional leadership.

6(a)(3)   The program provides an opportunity for the candidate to learn how to establish, support, and maintain high expectations and standards for the academic and social development of all students, the performance of staff and the contributions of all adults in the service of the shared vision of the school community.

6(a)(4)   The program provides an opportunity for the candidate to engage in multiple and systematic opportunities to practice various methods of effective communication that support the implementation of the vision of the school community and the infusion of the vision in the instructional program.

6(a)(5)   The program provides an opportunity for the candidate to learn and apply strategies for guiding, motivating, delegating, and building consensus among the diverse constituencies in the school and community to develop, articulate, implement and steward a shared vision of teaching and learning.

6(b)   <u>Culture of Teaching and Learning</u>   The program provides an opportunity for the candidate to learn how to advocate, nurture, and sustain a school culture and instructional program that is conducive to student learning and staff professional growth. Coursework and fieldwork focus on the implementation of state adopted academic content standards, frameworks and instructional materials as well as assessment and accountability systems.

6(b)(1)   The program provides an opportunity for the candidate to apply learning, curricular, and instructional theory to the design, implementation and evaluation of standards-based instruction and assessment programs and lead in the improvement of those programs.

6(b)(2)   The program provides an opportunity for the candidate to become a critical consumer of educational research and to use research and site based data to design, implement, support, evaluate, and improve instructional programs and to drive the professional development of staff.

6(b)(3)   The program provides an opportunity for the candidate to study and apply their knowledge of diverse learning styles and differentiated instruction strategies that address the needs of all learners and staff.

6(b)(4)   The program provides an opportunity for the candidate to use data, including the use of technological applications, and to develop, manage, and evaluate strategies to improve student achievement.

6(b)(5)   The program provides an opportunity for the candidate to learn how to develop cooperatively and guide the ongoing and long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students.

6(b)(6)   The program provides an opportunity for the candidate to develop and use skills in shared leadership and decision-making and to engage all members of the school community in the service of student learning.

6(c)   <u>Management of the School in the Service of Teaching and Learning</u>   The program provides an opportunity for the candidate to learn how to ensure the management of the organization, operations and resources for a safe, efficient, and effective learning environment. The program includes the study and application of organizational theory that reflects effective leadership and management concepts and strategies that contribute to student achievement and the professional participation of all adults in the school community.

6(c)(1)   The program provides an opportunity for the candidate to learn and practice effective methods for attracting, inducting, motivating, retaining, and supporting staff and for the monitoring and supervision of certificated and non-certificated faculty and staff.

6(c)(2)   The program provides an opportunity for the candidate to learn and practice effective methods for working with certificated and classified staff with disabilities.

6(c)(3)   The program provides an opportunity for the candidate to learn how to evaluate the effectiveness of an instructional program through the use of data and accountability systems.

6(c)(4)   The program provides an opportunity for the candidate to apply the principles of effective communication, systems management, organization, problem-solving and collaborative decision-making skills.

6(c)(5)   The program provides an opportunity for the candidate to learn how to set short and long-term goals, particularly with respect to cooperatively developing a site-based plan that is effectively aligned with state and district requirements and systematically links resources to the goals and objectives.

6(c)(6)   The program provides an opportunity for the candidate to develop an understanding of the legal and policy requirements with regard to safety for the purpose of assuring that the school provides a safe, well-maintained and productive environment for learning.

6(c)(7)   The program provides an opportunity for the candidate to understand and manage legal and contractual agreements and records in ways that foster a professional work environment and secure the privacy and confidentiality of all students, families and staff, including the respective roles of administrators and the unions in these processes.

6(c)(8)   The program provides an opportunity for the candidate to examine management with respect to establishing, implementing and maintaining student behavior management systems that demonstrate adherence to equity, legal and policy requirements.

6(c)(9)   The program provides an opportunity for the candidate to coordinate and equitably align fiscal, human and material resources with the school planning process in the support of learning of all students and all groups of students.

6(d)   <u>Working With Diverse Families And Communities</u> The program provides an opportunity for the candidate to learn how to work effectively with families, caregivers and community members; recognize the goals and aspirations of diverse families; respond to diverse community interests and needs; and mobilize community resources in the service of student achievement. In this regard, the program offers the candidate an opportunity to examine and evaluate their attitudes toward people of different races, cultures, and ethnic backgrounds as well as examine their attitudes toward sexual orientation and individuals with disabilities so they will be able to be an effective leader in a diverse setting and value individuals from different family structures, religions, races, cultures, socio-economic status and ethnic backgrounds, and treat them with fairness and respect.

6(d)(1)   The program provides an opportunity for the candidate to learn how to incorporate family and community expectations in school decision-making and activities.

6(d)(2)   The program provides an opportunity for the candidate to learn how to establish community partnerships that will benefit the students, teachers, families, and school community and be able to mobilize and leverage community resources for the equitable access of all students and groups of students.

6(d)(3)   The program provides an opportunity for the candidate to understand how to facilitate parent involvement and parent education activities that support students' success.

6(d)(4)   The program provides multiple opportunities for the candidate to learn how to effectively communicate information about the school on a regular and predictable basis through a variety of media and modes.

6(d)(5)   The program provides an opportunity for the candidate to learn about appropriate resources and strategies for addressing language diversity in schools, with particular emphasis on the responsibility to communicate to families whose primary home language is a language other than English.

6(d)(6)   The program provides opportunities for each candidate to examine their personal attitudes and actions toward persons of different races, socio-economic status, cultures, religions and ethnic backgrounds as well as their attitudes toward sexual orientation and individuals with disabilities and reflect upon how their attitudes and actions support or diminish the goal to ensure that all students receive equitable access to education.

6(e)   <u>Personal Ethics and Leadership Capacity</u>. The program provides an opportunity for the candidate to examine, practice and model a personal code of ethics, including protecting the rights and confidentiality of students, staff and families. The program provides an opportunity for the candidate to practice professional leadership capacity, including shared decision-making, problem-solving and conflict management and foster those skills in others. The program provides an opportunity for the candidate to examine site and district responsibilities with regard to students with special needs. The program develops each candidate's ability to effectively act as a spokesperson for the school to the extended school community. The candidate has multiple opportunities to model personal and professional ethics, integrity, justice and fairness and receive feedback from the program and peers; reflect on personal leadership beliefs and practices and recognize their impact and influence on the performance of others; and develop mechanisms for sustaining personal motivation, commitment, energy, and health by learning to balance professional and personal responsibilities.

6(e)(1)   The program provides an opportunity for the candidate to engage in decision-making, problem-solving, change management, planning, conflict management, and

evaluation and reflect upon the learning from these opportunities for practice in course work and field work.

6(e)(2)   The program provides an opportunity for the candidate to learn how to communicate decisions based on relevant data and research about effective teaching and learning, leadership, management practices, equity, and access.

6(e)(3)   The program provides an opportunity for the candidate to learn how to encourage and inspire others to higher levels of performance, commitment, and motivation and to communicate knowledge effectively about the curriculum and its articulation across programs and grade levels to multiple audiences in the school and community.

6(e)(4)   The program provides an opportunity for the candidate to learn how to utilize technology in the service of fostering effective and timely communication with all members of the school community.

6(f)   <u>Political, Social, Economic, Legal and Cultural Understanding</u>. The program provides an opportunity for the candidate to learn about political, societal, economic, legal and cultural influences on schools. By augmenting the candidate's knowledge of these interconnections, the program develops the candidate's ability to understand, respond to, and influence the larger political, social, economic, legal and cultural context of schools and leadership. The program content should provide opportunities for the candidate to practice both team leadership and team membership so that the candidate can effectively generate and participate in communication with key decision-makers in the school community. The candidate has an opportunity to learn how to view himself or herself as a leader of a team and as a member of a team by engaging in course work and field work that provides opportunities to both lead and work collaboratively.

6(f)(1)   The program provides an opportunity for the candidate to learn about and analyze how a school must operate consistently within the parameters of federal, state, and local laws, policies, regulations, contractual and statutory requirements.

6(f)(2)   The program provides an opportunity for each candidate to examine the context within which the school operates, including the school district, employee bargaining units, the school board, and other governmental entities and to understand how the policies from several levels of government influence teaching and learning at the school site.

6(f)(3)   The program provides opportunities for the candidate to engage in discussions and successfully address authentic, complex school issues, including meeting the needs of students and staff with disabilities, evaluating employees, providing appropriate services in different settings to English learners, ensuring school safety, administering student behavior programs, and addressing harassment.

6(f)(4)   The program provides an opportunity for the candidate to learn about public policies that ensure equitable distribution of resources and support for all groups of students.

6(f)(5)   The program provides an opportunity for the candidate to learn how to create a welcoming school environment for the public, be responsive to diverse community and constituent views, and create and facilitate constructive conversations about how to improve student learning and achievement.

Category II: Field Experiences in the Standards

Standard 7: Nature of Field Experiences

In the program of administrator preparation, candidates participate in significant field experiences that are designed to facilitate the application of theoretical concepts in practical settings. Each candidate addresses the major duties and responsibilities authorized by the administrative services credential in a variety of realistic settings. Field experiences include intensive experiences both in the day-to-day functions of administrators and in longer-term policy design and implementation.

For an internship program: For this standard, the definition of "field experiences" includes, but is not limited to, the responsibilities of the internship assignment.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

7(a)   The field experience responsibilities are closely related to the job performance requirements of administrators.

7(b)   Linkages are made between the field experiences and the content of coursework in school administration.

7(c)   The program provides appropriate, on-site direction to the quality of the field experience assignments, including identification of an on-site and/or school-based mentor.

7(d)   Significant, intensive field experiences occur in at least one setting in which the candidate is able to perform a wide range of the typical responsibilities of a full-time administrator.

7(e)   Authentic and significant experiences addressing a variety of school levels and a variety of school settings are required for each candidate, including field experiences, at least one of which involves a site with a diverse school population.

7(f)   Field experiences include opportunities to deal with long term educational policy issues in the school or district.

7(g)   *For an internship program, an assessment of the internship assignment is made to determine what additional experiences need to be planned for the candidate to provide a full range of administrative experiences.*

7(h)   *For an internship program, specific supplementary administrative experiences are assigned to interns on the basis of the above assessment.*

Standard 8: Guidance, Assistance and Feedback

The program sponsor has an effective system by which the candidate's performance is guided, assisted and evaluated in each field experience. In this system, at least one supervising administrator and at least one program supervisor provide complete, accurate and timely feedback to the candidate.

For an internship program: For this standard, the definition of "field experiences" includes, but is not limited to, the responsibilities of the internship assignment.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

8(a)   Guidance, assistance, and feedback encompass all of the components of the Standards of Candidate Competence and Performance in Category III which occur in the field experiences.

8(b)   The support and assessment of each candidate is coordinated effectively between the candidate's supervising administrator(s), program supervisor(s) and the candidate.

8(c)   The information given to each candidate about their performance accurately and fully describes strengths and weaknesses and provides constructive suggestions for improvement.

8(d)   The final field experience evaluation is made by the program supervisor with the involvement of the supervising administrator and the candidate.

Category III: Standards of Candidate Competence and Performance

Standard 9: Assessment of Candidate Performance

Prior to recommending each candidate for a Preliminary Administrative Services Credential, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of standards of candidate competence and performance in Standards 10 through 15 of Category III. Satisfactory performance is defined as achieving at least minimal competence as expected for entry-level administrators, and appropriate for the developmental stage of each candidate. During the program, candidates are guided and coached on their performance in relation to the standards of candidate competence and performance using formative assessment processes. Verification of candidate competence is provided by a representative of the program sponsor and at least one district supervisor**.**

*An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements***.**

9(a)   By design, candidates are assessed through the use of formative assessments embedded throughout the program and a summative assessment at the program's conclusion. Candidates are informed of the expectations for their performance, guided and coached in the completion of formative assessment tasks that prepare them for summative assessment, and provided timely feedback on their performance in relation to the standards of candidate competence and performance in Category III.

9(b)   There is a systematic summative assessment administered by qualified individuals who are knowledgeable about the standards of candidate competence in Category III. Candidates are assessed using documented procedures or instruments that are clear, fair and effective.

9(c)   The assessment is administered by the program sponsor and includes at least one program supervisor.

9(d)   The assessment includes two or more assessment methods such as performance, portfolio, presentation, research project, field-experience journal, work sample, interview, oral examination and written examination.

9(e)   The systematic procedures that govern the summative assessment include a defensible process and criteria, such as rubrics, for evaluating performance, an appeal process, and a procedure for candidates to repeat portions of the assessment as needed.

9(f)   One or more persons who are responsible for the program recommend candidates for the Preliminary Administrative Services Credential on the basis of all available information of each candidate's competence and performance.

9(g) The program sponsor ensures that thorough records of each candidate's performance in the summative assessment are maintained.

9(h) The program staff periodically evaluates the quality, fairness and effectiveness of assessment practices and uses assessment data as one source of information about the quality of the preparation program**.**

9(i) The program includes a clearly specified process for making credential recommendations and verifying that candidates have completed all requirements before recommending them for the credential.

Standard 10: Vision of Learning

Each candidate is able to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

10(a)   Each candidate is able to facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.

10(b)   Each candidate is able to articulate and demonstrate strategies for implementing the shared vision so that the entire school community understands and acts on the mission of the school as a standards-based educational system.

10(c)   Each candidate knows how to leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students.

10(d)   Each candidate can identify and address barriers to accomplishing the vision.

10(e)   Each candidate is able to shape school programs, plans, and activities to ensure integration, articulation, and consistency with the vision.

10(f)   Each candidate is able to use the influence of diversity to improve teaching and learning.

Standard 11: Student Learning and Professional Growth

Each candidate is able to promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

11(a)   Each candidate understands and is able to create an accountability system of teaching and learning based on student learning standards.

11(b)   Each candidate is able to use research and site-base data to design, implement, support, evaluate and improve instructional programs and to drive professional development of staff.

11(c)   Each candidate utilizes multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students.

11(d)   Each candidate knows how to shape a culture where high expectations for all students and for all subgroups of students is the core purpose.

11(e)   Each candidate is able to guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to state-adopted academic performance standards for students.

11(f)   Each candidate promotes equity, fairness, and respect among all members of the school community.

11(g)   Each candidate is able to provide opportunities for parents and all other members of the school community to develop and use skills in collaboration, leadership, and shared responsibility.

11(h)   Each candidate knows and is able to support the use of state-adopted learning materials and a wide array of learning strategies to support student learning.

11(i)   Each candidate coordinates the design, implementation and evaluation of instructional programs that serve the diverse learning styles and needs of all students and lead in the continual development and improvement of those programs.

11(j)   Each candidate utilizes technological tools to manage and evaluate instructional programs and promote and support the use of technology in instruction and learning.

Standard 12: Organizational Management for Student Learning

Each candidate promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

12(a)   Each candidate is able to monitor and supervise faculty and staff at the site, and manage and evaluate the instructional program.

12(b)   Each candidate can establish school operations, patterns, and processes that support student learning.

12(c)   Each candidate understands and is able to manage legal and contractual policies, agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.

12(d)   Each candidate demonstrates the ability to coordinate and align fiscal, faculty, staff, volunteer, community and material resources to support the learning of all students and all groups of students.

12(e)   Each candidate demonstrates the ability to sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.

12(f)   Each candidate is able to utilize the principles of systems management, organizational development, problem solving, and collaborative decision-making techniques fairly and effectively.

12(g)   Each candidate is able to utilize effective and positive nurturing practices in establishing student behavior management systems.

12(h)   Each candidate demonstrates the ability to utilize successful staff recruitment, selection and induction approaches, and understand the collective bargaining process, including the role of administrator and the union.

12(i)   Each candidate is able to effectively evaluate and use a wide range of technologies, including assistive technologies when appropriate, to support instruction and effective school administration.

12(j)   Each candidate is able to effectively use technology to manage multiple types of databases within a school and to use data to improve instruction.

Standard 13: Working with Diverse Families and Communities

Each candidate promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

13(a)   Each candidate is able to incorporate information about family and community expectations into school decision making and activities.

13(b)   Each candidate recognizes the goals and aspirations of diverse family and community groups.

13(c)   Each candidate values diverse community stakeholder groups and treats all with fairness and with respect.

13(d)   Each candidate demonstrates the ability to support the equitable success of all students and all subgroups of students through the mobilization and leveraging of community support services.

13(e)   Each candidate knows how to strengthen the school through the establishment of community partnerships, business, institutional, and civic partnerships.

13(f)   Each candidate is able to effectively communicate information about the school on a regular and predictable basis through a variety of media and modes.

13(g)   Each candidate is able to facilitate parent involvement and parent education activities that support students' success.

Standard 14: Personal Ethics and Leadership Capacity

Each candidate promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

14(a)   Each candidate demonstrates skills in shared decision making, problem solving, change management, planning, conflict management, and evaluation, and fosters and develops those skills in others.

14(b)   Each candidate models personal and professional ethics, integrity, justice, and fairness and expects the same behaviors from others.

14(c)   Each candidate demonstrates the ability to make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.

14(d)   Each candidate is able to utilize technology to foster effective and timely communication to all members of the school community.

14(e)   Each candidate is able to reflect on personal leadership practices and recognize their impact and influence on the performance of others.

14(f)   Each candidate demonstrates the ability to encourage and inspire others to higher levels of performance, commitment, and motivation.

14(g)   Each candidate knows how to sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

14(h)   Each candidate engages in professional and personal development.

14(I)   Each candidate demonstrates knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades.

14(j)   Each candidate knows how to use the influence of a position of leadership to enhance the educational program rather than for personal gain.

14(k)   Each candidate protects the rights and confidentiality of students and staff.

Standard 15: Political, Social, Economic, Legal and Cultural Understanding

Each candidate promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

15(a)   Each candidate understands their role as a leader of a team and is able to clarify the roles and relationships of individuals within the school.

15(b)   Each candidate is able to ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, statutory and fiscal requirements.

15(c)   Each candidate demonstrates responsiveness to diverse community and constituent views and groups and generate support for the school by two-way communication with key decision makers in the school community.

15(d)   Each candidate knows how to work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.

15(e)   Each candidate knows how to influence and support public policies that ensure the equitable distribution of resources and support for all the subgroups of students.

15(f)   Each candidate is able to welcome and facilitate constructive conversations about how to improve student learning and achievement.